



1. Contact Information

Fiscal Agent: West Hills Community College District

Award Amount: \$2,000,000.00

Contact Person's Name and Title: Stuart Van Horn, Vice Chancellor

The contact person must be a representative of the coordinating institution and will serve as the single point of contact for the Department of Finance.

Contact Person's Email Address: stuartvanhorn@whccd.edu

Contact Person's Phone Number: (559) 934-2131

Contact Person's Mailing Address: 9900 Cody Street, Coalinga, CA 93210

Fiscal agent: West Hills Community College District

Fiscal contact: Ken Stoppenbrink, Deputy Chancellor

Fiscal Email address: kenstoppenbrink@whccd.edu

Fiscal Phone Number: (559) 934-2160

List of Participants:

Participating Institution: West Hills College Coalinga

Contact Person's Name and Title: Brenda Thames, President

Contact Person's Email Address: brendathames@whccd.edu

Contact Person's Phone Number: (559) 934-2205

Contact Person's Mailing Address: 300 Cherry Lane, Coalinga, CA 93210

Amount of Funds to Transfer: \$662,000.00



WEST HILLS

COMMUNITY COLLEGE DISTRICT

Participating Institution: West Hills College Lemoore
Contact Person's Name and Title: Kristin Clark, President
Contact Person's Email Address: kristinclark@whccd.edu
Contact Person's Phone Number: (559) 925-3217
Contact Person's Mailing Address: 555 College Avenue, Lemoore, CA 93245
Amount of Funds to Transfer: \$662,000.00

Participating Institution: San Joaquin Delta College (+11 additional colleges in future [see other regional partners below])
Contact Person's Name and Title: Kathy Hart, President
Contact Person's Email Address: khart@deltacollege.edu
Contact Person's Phone Number: (209) 954-5151
Contact Person's Mailing Address: 5151 Pacific Ave, Stockton, CA 95207
Amount of Funds to Transfer: \$130,000.00

Participating Institution: Center for Applied Experiential Learning (CAEL)
Contact Person's Name and Title: Scott Campbell, Vice President for Higher Education
Contact Person's Email Address: scampbell@cael.org
Contact Person's Phone Number: (312) 499-2399
Contact Person's Mailing Address: 55 E. Monroe Street, Suite 2710, Chicago, IL 60603
Amount of Funds to Transfer: \$375,000.00

Participating Institution: AcademyOne, Inc.
Contact Person's Name and Title: Micheal McIntyre, President & COO
Contact Person's Email Address: mmcintyre@academyone.com
Contact Person's Phone Number: (484) 318-7100, ext. 302
Contact Person's Mailing Address: 101 Lindenwood Drive, Malvern, PA 19355
Amount of Funds to Transfer: \$171,000.00



2. Amount of Funds Proposed for Expenditure by Fiscal Agent Spending Plan Narrative

Key Partners and Contracts

Successful implementation of the *QuickPath* Program will require college administrators and faculty, industry partners, and other key stakeholders to collaboratively make key changes to policies, practices, systems, and cultures. The five core *QuickPath* program partners are West Hills College Coalinga, West Hills College Lemoore, San Joaquin Delta College, Council for Adult and Experiential Learning (CAEL), and AcademyOne. Over the past year, college partners have explored Prior Learning Assessment (PLA) as a prospective initiative that aligns with institutional priorities and goals related to (1) increasing student enrollment, persistence, and graduation; (2) decreasing cost of attendance and time to completion; and (3) facilitating successful transfer. CAEL and AcademyOne have collaborated since 2007 to successfully implement PLA frameworks and platforms in other states (see Section 6). Executive leadership from all five partners began formal planning meetings in early October 2016 and are fully committed to the program. These leaders also recognize that, for the program to be successful, strategic efforts must be made to secure buy-in from all of those to be impacted by the program, including partnering colleges' administrators, faculty, and staff at all levels; students; industry partners; and, eventually, colleges throughout the state.

Year 1 (FY 2017-18): build local capacity across *QuickPath* PLA program partners and revise, as appropriate, local policies, practices, and systems (e.g., PLA platform);

Year 2: fully implement the innovation and begin to locally scale the program by increasing the industry sectors, career pathways, and academic courses offering PLA credit.

Year 3: study the innovation's initial impact on student outcomes, disseminate formative and summative evaluation results to colleges throughout the state, secure commitments from new college partners, and develop opportunities for statewide replication beyond the initial three-year Awards for Innovation in Higher Education grant period. Details in project implementation timeline in application (See Appendix A).

AcademyOne is a software development firm specializing in creating user-centric solutions for institutions of higher education. AcademyOne has successfully implement software applications in numerous other states; Year 1: build local capacity across Quick Path Program partners and develop regional web portal system (e.g., PLA platform); Year 2: host and assist in marketing the platform, provide technical assistance to additional scale up partners, innovation and provide professional development technical assistance to research, student information services and related technology staff across the region; and,



Year 3: provide data on student outcomes requested by program evaluator, disseminate results to colleges throughout the state, secure commitments from new college partners, and develop a plan for statewide replication beyond the initial three-year Awards for Innovation in Higher Education grant period.

Quick Path Key Partners and Contracts Spending Plan		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Three year contract (FY 2017-2020) with Council for Adult and Experiential Learning (CAEL)	Development and deployment of a highly scalable regional Prior Learning Assessment regional (up to 14 colleges) infrastructure, which includes a multi-institutional online platform to facilitate the PLA process, workflow implementation with defined student, faculty, and staff roles and responsibilities (years 1-2), and data management plan (year 3).	\$375,000.00
Three year contract (FY 2017-2020) with AcademyOne, Inc.	AcademyOne will implement the PLA web-enabled framework, upload data, conduct web customizations, and provide server hosting.	\$171,000.00
San Joaquin Delta College	Transfer funds to create campus opportunities, training, and networks tasked with developing a highly scalable Prior Learning Assessment infrastructure, which includes an institutional online platform to facilitate the PLA process and a workflow with defined student, faculty, and staff roles and responsibilities.	\$50,000.00
Timeline: Spring 2017		

Additional Regional Partners

Beyond the three pilot colleges (San Joaquin Delta, West Hills Coalinga, West Hills Lemoore) initiating the project, the Central Mother Lode Region Consortium includes an additional 11 colleges who have expressed interest in scaling PLA at their respective college(s). The regional membership of colleges include Bakersfield College, Cerro Coso College, Clovis Community College, College of Sequoias, Columbia College, Fresno City College, Merced College, Modesto Junior College, Porterville College, Reedley College, and Taft College.



Additional Regional Partners		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Web customization and hosting of scaling 11 additional college partners (year 1)	Initial licensing, web customizations, hosting and data loading fees will be funded to implement. Institutional funds for subsequent years will likely be required, assuming sunsets and additional workforce funds are not available.	\$80,000.00
Timeline: Fall 2017- Fall 2018		

PLA Program Director

The position is essential to ensure key program outputs will facilitate local and regional scale up in year two and statewide replication in year three and beyond. In addition to these capacity-building resources useful to institutions interested in implementing the innovation, the online PLA platform will be designed with future scaling in mind – *QuickPath* program partners will be guided to conveniently add new PLA credit opportunities to the platform with assistance from program staff.

PLA Program Director and Benefits (three-years)		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
PLA program staffing (five years)	Underwrite salary and benefits, mileage, fiscal oversight, additional staff support, and professional development costs for PLA program director for five-year period.	\$600,000.00
Timeline: Fall 2017- Spring 2022		

Marketing and Messaging

A critical element to address is the awareness and marketing campaigns to drive interest to the regional web-enabled portal. All mediums will be utilized and be supplemented by outreach personnel working throughout the college service areas.

Marketing and Messaging		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Marketing, outreach, communications and PLA student recruitment	Cause-related marketing across multiple mediums, outreach personnel, employer-focused branding, community relations,	\$374,000.00



	awareness campaigns, and media buys.	
Timeline: Summer 2018 - Spring 2021		

Faculty and Staff Professional Development

Many partnering colleges serve communities in which a significant percentage of adults over 25 have not completed an associate or bachelor's degree (78.2%). Many of these no-or-some-college-educated adults lack the technical 21st century work-based competencies required by industries, which increasingly need a highly skilled workforce to remain globally competitive. In some cases, working adults have the skills and competencies required by industry but do not hold formal credentials or degrees, which significantly reduces the workforce income mobility fundamental to economic growth. While an increasing number of California working adults over 25 are enrolling in postsecondary institutions, this population requires targeted outreach and incentives to pursue higher education. In addition, working adults face a number of unique challenges that place them at high risk of multiple stop outs or dropout, including stresses related to the need to balance academic pursuits with work and familial responsibilities. California colleges must better accommodate older students by modifying academic schedules, support services, and structures (which are historically designed for traditional students [e.g., 18–24 years old, full-time students]) in order to increase persistence and graduation rates and decrease the time to completion among this population.

Faculty and Staff Professional Development Spending Plan		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Curriculum redesign <i>Spark</i> grants	Establish professional development funds to broaden PLA and competency-based education (CBE) opportunities for faculty to redesign outcome frameworks that enable students opportunities to master competencies faster and complete program requirements at an accelerated pace.	\$150,000.00
Timeline: fall 2017 through fall 2020		

Formative and Summative Evaluation

The *QuickPath* Program is designed to serve as a proof of concept and lay the initial groundwork for local, regional, and statewide replication. Program evaluation will advance efforts to scale the innovation during and beyond the program period and will include both formative and summative assessments and use qualitative and quantitative methods. Formative evaluation will



monitor the progress and fidelity of implementation and produce results useful for refining start up and implementation at new institutions during the scale up phase. Qualitative methods employed as part of the formative assessment will capture feedback from college administrators, faculty, students, and other key stakeholders regarding all areas of the innovation's implementation and functionality. The formative assessment will therefore result in key findings that articulate lessons learned, which will inform evaluator recommendations regarding how the innovation could be more effectively implemented at replication sites.

The program's summative evaluation will capture the innovation's success in meeting the program's four primary goals, all of which relate to improving student outcomes. Summative evaluation results will add to the growing body of literature on PLA's success in improving student outcomes, particularly among students traditionally underrepresented in higher education. The evaluator will present the Management Team with formal evaluation reports at the end of Years 2 and 3 that highlight the innovation's success in improving student outcomes. *QuickPath* program partners will then disseminate these findings to colleges throughout California in order to cultivate statewide partnerships, leverage resources, scale the innovation, and, ultimately, produce positive impacts on postsecondary students and the California economy.

Formative and Summative Research Evaluation		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Program evaluation via third-party evaluator firm	Implement timeline and work plan, IRB determinations, baseline comparison studies, interface with college research offices, data uploads, portal documentation, site visits, summative and formative research questions, observation rubrics, site visits, faculty and administrative surveys, student surveys, and reports generation.	\$200,000.00



Appendix A

Table 1: Project Timeline			
Activity	Lead(s)*	Start	End[^]
Conduct Management Team meetings to plan implementation, discuss evaluation findings, and make program decisions	MT	1 - Quarterly	
Conduct PLA assessment survey and evaluate results	PD, CAEL	1	3
Develop data management plan for formative and summative program assessments	E	2	2
Conduct initial PLA implementation training, including a high-level walk-through of the PLA process for all key stakeholders	PD, CAEL	2	3
Identify/select initial industry pathways to offer PLA credit	MT	3	5
Develop protocol to assist students with identifying PLA credits	PD, CAEL	3	6
Develop “sandbox” version of PLA platform for testing, training, and demonstration purposes	AO	3	6
Develop online PLA platform (setup and configuration, testing, skin and logo design, e-portfolio guideline development and importation, site registration, etc.)	AO	3	14
Identify PLA advisors and assessors	PD	4	6
Conduct capacity building workshops for administrators and faculty whose roles are impacted by the new PLA framework	PD, CAEL	5	8
Develop PLA marketing materials (print and digital)	PD	6	8
Develop evaluation tools for PLA advisors and assessors	CAEL	7	10
Conduct PLA advisor and assessor training workshops (2)	CAEL, AO	7	11
Articulate transferability of credits earned through PLA, partnering colleges and across non-partner institutions	PD, CP	6	12
Launch online PLA platform	CAEL, AO	12	12
Complete evaluation of Year 1 implementation, present findings to the Management Team, make recommendations for Year 2, assist MT with revising Year 2 Timeline based on recommendations	E	12	12
Conduct initial PLA marketing campaign	PD	13	20
Increase industry sectors, career pathways, and academic courses offering PLA credit; expand industry partnerships	MT	13 - Ongoing	
Complete evaluation of Year 2 implementation, present findings to the Management Team, make recommendations for Year 3, assist MT with revising Year 3	E	24	24
Conduct outreach to colleges statewide to disseminate program impacts and secure buy-in from new college partners	PD, CP	28	34
Identify resources to be leveraged from new college partners and develop implementation timeline for statewide replication	PD	32	36
Complete evaluation of Year 3 implementation, present findings to the Management Team, make recommendations for scale up	E	36	36

***PD** – Project Director; **CAEL** – Council for Adult and Experiential Learning; **AO** – AcademyOne; **CP** – College Partners; **MT** – Management Team; **E** – Evaluator



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^Represented in months